TEACHING SPEAKING AND YOUNG LEARNER: IN PERSPECTIVE OF COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT

English is a need for this millennial era. As an official international language, English is spoken by people in international forum. Noticing the importance of English, some countries have placed it in their primary curriculum school, even introduced it to young language learner. This paper discusses teaching speaking for young language learner by applying communicative approach. Teaching speaking for young language learner is not an easy activity. Teachers need more creativity, design enjoyable activity and present fun way for them. Young learners, especially in this millennial era should familiar with English. Mastering English since early age, especially speaking becomes a basic preparation for them to face globalization. It is worth to teach them English since young age, the more they age the more chance they have. To realize that hopes, this paper provides several communicative activities in teaching speaking for young language learner.

Keywords: Communicative approach, teaching speaking, young learner.

INTRODUCTION

Nowadays, the presence of globalization era is envitable. Everything changes dynamically and quickly. Almost every aspects turn into new phase, develop quickly, grow up massively, so does education. In the several past decades, only a few people who learned and spoke English for their daily language or even for lingua franca in an office. As it goes further quickly, English now developed massively, and it becomes an essential demand for the citizenship in developing country. English becomes the center of international language and it sweeps most priority sectors. Most of international meetings use English as their official language forum, many scientific books are written in English, and various international trade agreements are also issued in English. Citizenships of this globalization era should be ready to face that kinds of new challenge and dynamic movement. No wondering, many countries place English in their school curriculum as the primary subject. Most countries learn English; find the best ways to teach English, do innovation in method of teaching English. For several years in future, learning English becomes a demand for millennial citizenship in this century. It is a must, especially for those countries which want to pursuit their better education and if they do not participate, they will leave far behind.

Indonesian government has actually anticipated the chalange of 21st globalization century by issuing policy to learn english. Several years ago, English had been inserted in early age curriculum where English was taught since elementary level. Eventhough this policy had been reevaluated, but the spirit of this policy still echoed for young generation. Many people believed that the awareness of learning English is never dry out; they assume that English is a tool for reaching better life and education for future.

In order to realize that spirit, young learners as earlier language learners ideally should be introduced into English as their basic preparation to face this new milenal era. As it is echoed in several countries, English is international language that should be learned by people for those who
want to get easy access into international forum. In specific purposes, Indonesian government should prepare their new generation to face global changes like economics, politics, and social. Government has policy and power to shape the young learner to be agent of change, international forum membership. One of possible real action is to push them learning English.

In specific term, teaching speaking to young learners is not a piece of cake. It needs more effort and appropriate method. Speaking skill could be said is the most demanding skill to be gained by students even for young language learner. To obtain that purpose, teachers need different ways in teaching speaking to young learner. They have to find communicative and attractive ways. By that, students feel enjoy and teaching goal can be gained well.

REVIEW OF RELATED LITERATURE

a. Teaching speaking to young learner

Speaking is widely accepted as a primary skill in learning language. Among other skills, speaking is the most complete one, grammar, pronunciation, vocabularies, and fluency are blended in one area that is speaking. It becomes a barometer of someone’s success in acquiring language, especially English. The mastery of speaking skill is the priority for second or foreign language learner. This productive skill ideally should be taught since earlier education level. By mastering speaking, most people give positive appraisal to someone-without neglecting the presence of three other skills-by labelling she/he is adequately master in English. Most people are impressed when hear someone is speaking English well. They mostly tend to think that English is “speaking”, no speaking means someone has not been mastery yet in English. Considering the important of speaking in English, many experts reveal the rational of teaching speaking. According to Harmer (2007:123) there are 3 reasons for teaching speaking: (1) speaking activities provide rehearsal opportunities, where the speakers try to practice real life speaking. (2) Speaking activity can give feedback for both teacher and students in teaching process (3) speaking activity support students to activate various elements of languages they have stored in their brains.

In the first place, speaking provides student rehearsal opportunities. Students can practice speaking with their classmate and their teachers too. After they practice in the classroom they may go home and practice it with others. It leads students to explore their English ability both inside and outside of classroom. As it is widely known, practice speaking needs more effort such as willingness, intention, and motivation. By learning speaking, students are hoped to acquire language proficiently. Then, speaking can give feedback for both teachers and students. Speaking is a process of transferring knowledge into part of organ speech. In process of speaking, mistake or error occurs inevitably. To minimize this condition, feedback should be administered carefully. In the third place, speaking supports students to be an active student to explore their cognitive. Speaking can explore students’ brain to be more active, creative and independent. They try to speak new words and link it into a sentence step by step.

As language teachers, it is really suggested to use several types of teaching aids in classroom. Teaching aids such picture, image, powerpoint, and many others are important to be used in teaching process. Teaching aids can explain language meaning dan construction, engage students to the topic and to make the teaching more interesting for the students. Teaching English, especially for young learner needs more creativity by teacher to design fun and interesting teaching activity. Young learner slightly different from teenager and adult learner. They need teaching material that make them interesting, enjoy, need more movement, and happy.

It is commonly believed that teaching speaking for students of foreign language needs more effort and willingness and pedagogy approach. It is perhaps the most demanding skill for teacher to teach in the classroom. Young language learners need fun and interactive activity. They will get
involve fully in the activity if the ways of presenting and the media are interesting for them. Yet, if the media and method are uninteresting they tend to get bored easily, have low motivation to follow the classroom instructional. As a result, the goal of learning can not fully be reached. How are the suitable ways to teach them? One of possible answer is by choosing appropriate media that are colorful, enjoyable and attractive. In line with media for teaching, Harmer (2001:134) highlights six advantages of using picture or image in teaching language to young learner as follows:

1. First of all, picture or image can drill students in classroom. Teachers show a picture for example picture of car, then ask them to mention the name of that thing. Then students mention “car”, this activity has succesfully drilled students to speak.
2. Second, it is as a communication or game activity. Picture is extremely useful for variety of communication activity where they have a game-like feel namely described and draw activity. In this activity students A tries to draw picture meanwhile student B who holds the picture, leads his/her friend to draw picture correctly.
3. Third, picture is used to check check meaning. Pictures are good media for students to check and present their understanding. If the students want to know more about “plane” teachers must show the picture of plane. By this, students know the meaning of something.
4. Fourth, picture is an ornamentation. Pictures make learning more appealing. Students get more interesting if their teacher used colorful picture in teaching. It creates good mood for them to study.
5. Fifth, it is as a prediction. Picture also can be a medium for teaching english to students. For example talking about family, teachers show picture “father, mother” and let the students guess what the next picture will be. Students become interesting and pay more attention to the picture.
6. Sixth, it is as a medium for discussion. Picture evokes students curiosity to deliver question. In term of brainstorming, appropriate pictue stimulates students to ask question or to respon the question. Picture can ask students, what picture is it? What are they doing?

Dealing with above explanation, important to be noted that teaching english to young learner needs creative ways from the teachers. Since they need special treatment that is much different with adult learner. Teachers should create an interesting media and find fun way to deliver the material. Young learners have short span attention. It means, teachers try to find the best ways of getting their full attention during teaching process. In term of psychology, young learner like to play, enjoy something funny. By this, teachers’ duty is to make them feel rilex and comfortable to follow the instructional activity in the classroom.

b. Rational of Teaching English in Early Age

Why English should be taught since young age? There are several rational why English should be introduced in earlier age. First is possibility for enough time to practice. Learning English since young age gives more opportunity to practice English. As it is widely known, learning a language needs more time, not such instant one. It takes more time to practice, more time to learn until it becomes habitual. The more time they have, the better result they will get. Second is possibility for better pronunciation and fluency. In line with previous explanation, if the young learner have more time better pronunciation and fluency they will get. Young learners are more likely to attain-native like pronunciation, greater confidence in speaking and better oral proficiency. Third is possibility of greater global awareness and intercultural competency. Learning english is not only learn the structure of it, but also learn another aspects such as cultural and social. By learning another language, young learner can obtain an appreciation for other language and culture. They also can learn how language can effect into social life.

Moreover, McKay (2006:177) states children learning a foreign language in formal school settings learn best by communicating primarily through oral language; effective programes give children early opportunities for practice of routine language and basic language patterns, but also for
imaginative play, action rhymes and songs, response to narrative texts and participation in narrative and simple description.

Children can learn second even foreign language through oral or speaking. Teachers give language exposure to the children through something funny and enjoy. It means, the way to teach them little bit different with adult learner. Avoiding teach them something that beyond their imagination, assisting them by material that is simple, enjoy, and fun. Teachers can teach them through song, picture, or photo. By those ways, they can build their exposure to language.

In line with previous explanation, Achkasova (2013:385) reveals some reasons why English should be introduced to students in earlier age. She claims that an early start provides maximum learning time for English, the earlier you start, the more time you have to learn. Young learner have long period to learn a new language, so they will get more knowledge and language exposure during that time period. In addition, Bibotelova and Trubaneva in Achkasova (2013:386) believed that from an early age, children are exposed to the cultures of the countries where the target language is spoken; they grow up to be tolerant and more sympathetic to other people.

There are several advantages of learning a language since early age. Most of all advantages are beneficial for young learner. For example they can get more language exposure within a new language. Besides, in term of linguistics field, most of young learners pronounce the words clearly and sound native-like. It is really suggested for teachers or parent to assist their students in learning English since early age. The earlier they learn the more they will get.

c. Concept of Communicative Teaching

Teaching is a dynamic activity. It changes day by day, conventional method has been replaced by new method, grammatical approach turned into communicative one. Teachers, as the actor of education ideally respond positively toward that kind of changes. Teachers should follow that changes as they are. For few past decades, teaching is done by one way communication where teachers spoke more and the students less spoke. It happened several decades, and it was acceptable. At that time, class was mostly dominated by teachers, less communicative activity, much teaching the rule of language and a little practice. Grammar translation method was much largely accepted for several decades before it replaced by communicative approach. Teaching English is centered in mastering grammar and vocabulary only little portion for communicative purposes. Teachers drill student to master structure, put in sentence and finish. The correct formulae should be internlized in students’ memory. It seems no productive activity that can boost students’ willingness and motivation to speak the language. No wonderung, the students are adequate mastery in grammar but less skill in communication or speaking.

In other hand, communicative language appears in surface to illummate communicative activity where it mostly teaching focuses on communication as focus of teaching. Nunan (2001:12) explains communicative language teaching as follows:

Among other things, it has been accepted that language is more than simply a system of rules. Language now is generally seen as dynamic resource for creation of meaning. In term of learning, it is generally accepted that we need to distinguish between “learning that” and “knowing how”. In other words, we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating.

Nowadays, it is 21st century, grammar translation method get a little portion on teaching. For several country this method have been reevaluated by government and school. Grammar translation method has been replaced by communicative language teaching. This method, for some scholar, is beleived as the answer of 21st century demand. There several chracteristics of communicative language teaching. Six characteristics of CLT by Brown (2001:43) as follows:
(a) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistics, and strategy)
(b) Language techniques are designed to engage learner in the pragmatics, authentic, functional use of language for meaningful purposes.

(c) Fluency and accuracy are seen as complementary principles underlying communicative technique.

(d) Students in communicative class ultimately have to use the language productively and receptively, in unrehearsed context outside of classroom.

(e) Students are given opportunity to focus on their own learning process through an understanding of their own style of learning and appropriate strategy.

(f) The role of the teacher is that facilitator and guide, not all-knowing of knowledge.

Communicative language teaching facilitates teacher and students to participate more in teaching process. According to Littlewood (2000) a communicative approach views language not only in terms of its structure but also in terms of its function. The keyword in this theory is language function. English is not merely about structure or formulae but the communicative function. Many students are master in grammatical form, but only a few who can speak well. It means, grammar is still used, but not in large portion. Grammar is actually cannot be omitted, teaching process is trying to show communicative activity where grammar is applied in little domain. The large heading is communication and sub heading of it is speaking English by minimizing usage grammar. If the students think much on grammar, they have less chance to speak. Due to they pay too much attention on grammatical mistake, and ignore the essence of speaking itself.

To support previous statement, According to Povjakalová (2012:15) communicative or interactive teaching is mediated through the “interactive learning object”. Interactive learning object is an integrated whole and didactical complex of teaching elements (sounds, charts, texts, pictures, images, videos, graphs), assembled into one unit, that enables interaction between the teacher and pupils.

It short, English is really important where it is spoken by many people around the world. As an international language that link million people, English should be invested to students communicatively since early age. Learning English is like playing game; fun and enjoy. Previous experience, learning English is quite difficult, for some people it looks like learning math. Students have to memorize several formulae, and less application. No wonder, even though they have learned English for several years there is no guarantee they can speak English well even in communicative usage. Most of students are able to memorize grammar formulae, in contrary less in speaking practice. So that why communicative activity should be seen as appropriate way to boost students’ willingness to learn more English.

d. Young Language Learners

1. Nature of young learners

Young learner is valuable asset for future generation in every country. Each countries has it young generations, who are well prepared by their government to pursue future education. Governments and education institution pay more attentions to young learners because they will bring their country better and civilized. No wondering, most of developing countries support young learner to follow better education from elementary up to advanced level. They believe that education should be started since young age. In this case, they pay special attention to the growth of young learner and their education.

In term of concept, young learners refer to the children who are in elementary school level. It could be estimated that their age range between 3 up to ten years old. Philip (1995:3) argues that young learner is children from the first years of formal schooling (around five or six) to eleven or twelve years old. In simply, young learners are signed by their age of five to twelve years old. Meanwhile, Harmer (2007:14) classify the term of children generally used for learner between the ages of about 2 to 14 years old. In more detail, students are generally described as young learner between the ages of about 5 to 9, and very young learners are usually between 2 and 5.
2. Characteristics of young learners

Young learners have special characteristics that differ from adult learners. Halliwell (1992:3) highlights six characteristics of young learners: (a) are already very good at interoperating meaning without necessarily understanding the individuals works (b) already have great skill in using limited language creatively (c) frequently learn indirectly rather than directly (d) take great pleasure in finding and creating fun in what they do (e) have a great imagination and (f) all take great delight in talking.

Slattery and Willis say, that generally all young children have these characteristics, they: (1) are developing very quickly as individuals. (2) learn in variety of ways, by watching, listening, imitating, doing things. (3) are not able to understand grammatical rules and explanations about language. (4) try to make sense of situations by making use of non-verbal clues. (5) talk in their mother tongue about what they understand and do – this helps them learn. (7) can generally imitate the sounds they hear quite accurately and copy the way adults speak. (8) are naturally curious. (9) love to play and use their imagination. (10) are comfortable with routines and enjoy repetition. (11) have quite a short attention span and so need variety (Slattery, M., Willis, J., 2001)

Moreover, Spratt et al (2011:73-74) explain children’s characteristics as follows: (1) children need to move, (2) children can concentrate for shorter period, (3) children learn best through experienced doing, (4) children are not very able to control and plan their own behavior, (5) they are not afraid of making mistake or taking risk, (6) children pay attention to meaning in language, (7) they are not aware of themselves or their actions, (8) they have limited experience of life, (9) children develop their cognitive skill, (10) children have motivation to learn language is a part of general motivation to communicate and learn.

DISCUSSION

The ways of teaching speaking to young learners

<table>
<thead>
<tr>
<th>Color</th>
<th>Topic</th>
<th>Aims</th>
<th>Material required</th>
<th>Teaching Procedure</th>
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<tbody>
<tr>
<td></td>
<td>Telling about Color</td>
<td>Young learner can speak simple word or phrase about color</td>
<td>five prompt cards for the color. Each of these prompt cards has different color. Put basic color such as white, red, black, yellow, green, to make more interesting put different picture for each cards such picture of book, hat, pen, table, ball, clothes.</td>
<td>Teacher introduces the colors to the students briefly. Show each of colors prompt card in turn and say each of the picture three times. Everybody listen to me carefully! Red......red......red.......... Yellow....yellow....yellow....</td>
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pointing the picture or holding it

*Black.....black...black.....*

Teachers also can use phrase or complete simple sentence like: *It is red.....it is red... it is yellow....it is yellow....*

Explain the material about 5 minutes. Then nominate students to come in front of class. Stick the picture (if it is used laptop and in focus just point out the picture) then ask students to say the color. Ask students in turn until they speak all.

### Time

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time / Asking about time</th>
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<tbody>
<tr>
<td>Language focus</td>
<td>Young learner can speak simple sentence/phrase about asking time</td>
</tr>
<tr>
<td>Material required</td>
<td>picture of time, try to put the different picture for each.</td>
</tr>
<tr>
<td>Procedure</td>
<td>Teachers explain number in English, for young learner use number 1-60. Explain the students about how to asking time in English. Familiarize the students by prompting some terms of time in English: o'clock, a half, a quarter.</td>
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</tbody>
</table>

Teachers show the picture and say the time: for example *it is twelve twenty four.*

Ask students A and B to do dialogue. The dialogue maybe as follows:

**A:** What time is it? (students A point the time in picture)

**B:** It is one fifteen

### Number and Adjective

| Topic | Telling about number and adjective |
Aims: Young learner can speak simple words or phrases about number and adjective.

Material required: Colorful picture that contains several different animal/thing/people on it. Find a picture that is suitable with students’ cognitive level and experience.

Procedure: Teachers point out the picture elephant, and say what picture is it? Students answer the teachers’ question. If students can answer the question, the teacher may ask what color those elephants are. The last teachers may ask the number of the pointed picture for example how many elephant on this picture?

What he/she is doing?

Topic: Telling Activity / What someone is doing

Language Focus: Young learner can speak based on the picture

Material required: Picture that contains activity. The picture is about a verbal sentence, in this case the progressive tense.

Procedure: Show the picture to the students. Show a good model for students before asking them to practice. For example: The rabbit is eating carrot (teacher points out picture number 1) say the words three times. The rabbit is eating carrot.....
The rabbit ............... is eating carrot
The rabbit ...... is eating .......... carrot

What he/she is doing?
Like and Dislike

**Topic**: Like and dislike

**Language focus**: Speaking about preference like and dislike

Material required: Table that contains picture of fruit

**Teaching Procedure**:

Teacher introduces the table and names of the fruits or other things to the students briefly. Show each of colors prompt card in turn and say each of the picture three times. Everybody look and listen to me carefully!

Teachers also can use phrase or complete simple sentence like: *It is banana.... it is fish... I like banana .... She does not like banana, she likes apple*

Explain the material about 5 minutes. Then nominate students to come in front of class. Stick the picture (if it is used laptop and in focus just point out the picture) then ask students to speak. Ask students in turn until they speak all. Teachers put thick as symbol of “like” and symbol (x) as sign of “dislike” or “does not like”

<table>
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<tr>
<th>Name of students</th>
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<tbody>
<tr>
<td>Amir</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Leny</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Shandy</td>
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<td>Name of students</td>
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Based on the table students can say:

**Leny** *likes banana but she does not like papaya

**Shandy** *likes banana but he does not like apple*

*Where is it?*

**Topic**: Preposition

**Language focus**: Language focus in this material is speaking about preposition. Students can put correct preposition based on the picture.

Material required: Picture that contains preposition in it.

Teaching procedure: Teacher explains type of prepositional phrase to the students. After knowing the prepositional phrase, teacher points out the picture and asks students to speak out.

For example: where is the teacher? (teacher points out the chair)

Students may respond: Chair is in front of TV.

Teacher then, ask students to speak until they get all their turns. For more creative, and enjoy for the students, display the picture periodically.
CONCLUSION

The present era commences with communicative teaching activity, because the previous century has already witnessed various developments in how to teach English for this global era. English is a key point to the modern world, and however knowing English, especially speaking is great demand. By that, English language teachers must creative, imaginative and resourceful and must adopt new techniques to change the educational pattern for the benefit of the future generations, especially for young learners. Times change, fashions change, so does teaching method. What may once appear new and promising can subsequently seem strange and outdated for today generation. Young learner, who love learning through playing should be treated differently in several cases.

REFERENCES